



**THE USE OF PRE-QUESTIONING IN TEACHING READING  
FOR THE TENTH GRADE STUDENTS OF MA NU BANAT  
KUDUS IN ACADEMIC YEAR 2013/2014**

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UNIVERSITY OF MURIA KUDUS  
2014**



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FOR THE TENTH GRADE STUDENTS OF MA NU BANAT  
KUDUS IN ACADEMIC YEAR 2013/2014**

**SKRIPSI**

**Presented to the University of Muria Kudus  
In a Partial Fulfillment of the Requirements  
For Completing the Sarjana Program  
In English Education**

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2014**

## MOTTO AND DEDICATION

### MOTTO:

- 🌿 Being grateful is not about to surrender to what we already have, it is about to do the best to get the best (Mario Teguh).
- 🌿 If you are always trying to be normal, you will never know how amazing you can be (Maya Angelou)
- 🌿 You are special. There is only one of you in the entire universe

### DEDICATION:

This Skripsi dedicated to:

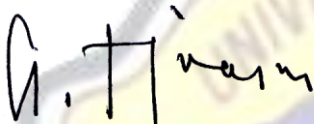
- ♠ Allah SWT the Almighty.
- ♠ Her beloved parent who always pray for her success.
- ♠ Her beloved brothers who give motivation every time.
- ♠ Her beloved friends and tomodachi who give attention and support her.
- ♠ The English teachers of MA NU Banat Kudus who gave idea and suggestion her.

## ADVISORS APROVAL

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Acknowledged by,

The Dean of Teacher Training and Education Faculty,  
Dean,



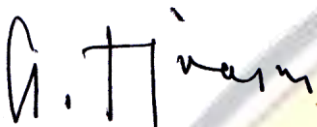
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## EXAMINERS APPROVAL

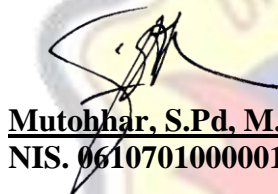
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In the name of Allah, the most gracious and the most merciful, in this occasion, the writer would like to express her gratitude to the God, Allah S.W.T, who has given her mercies and blessing, so that she can accomplish this skripsi entitle “The Use of Pre-Questioning in Teaching Reading for the Tenth Grade Students of MA NU Banat Kudus in Academic Year 2013/2014”.

There are many people who give their contributions during the strunggle to complete this skripsi. So that in this special occasion, the writer would also like to convey her special gratitude to them. They are:

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The writer apologies for any mistakes and happily receive any constructive criticism and suggestion, but the writer hopes that it will be useful for those especially who are in the field of education.

Kudus,.....

**Hastindra Laila Fitriana**



## ABSTRACT

Fitriana, Hastindra Laila. 2014. *The Use of Pre-Questioning in Teaching Reading for the Tenth Grade Students of MA NU Banat Kudus in Academic Year 2013/2014* Skripsi: English Education Department, Teacher Training and Education Faculty of Muria Kudus University. Advisors: (1) Dr. H.A Hilal Madjdi, M. Pd., (2) Mutohhar, S.Pd, M.Pd

**Key word:** *Reading comprehension, Pre-questioning technique*

Teaching reading means giving instructions to the students to learn about read a text so they will know or understand content of the text. Reading comprehension is the ability to read the text, to understand the content of the text, and to get information from the text. Reading should get more attention because there are many students who get difficulties in comprehending English text. Hopefully, the students will get more spirit to comprehend English text. Pre-questioning technique is some questions which are provided before the students read the whole text, in order to build the students' interest and motivation, also their cognitive factors.

The objective of the research is to find out if there is significant difference of the reading comprehension achievement of tenth grade students of MA NU Banat Kudus in academic year 2013/2014 between before and after being taught by using pre-questioning.

The design of this research was the experimental which is used pre-test and post-test The population of this research is the of this research is the tenth grade class which consist of 270 students. The samples are the students of X-3. The instrument of test is multiple choices test, 20 items. The writer gives tryout for X-1 and pre-test for X-3 before giving treatment for 4 meeting by using pre-questioning technique. After giving pre-test and then giving treatment by using pre-questioning. After has finished, the writer gives test again to get post test score.

The result of this research shows that (i) the result of pre-test was categorized as sufficient. The score of mean and standard deviation were 55.95 and 10.36 meanwhile; the result of post-test was categorized as good. The score of mean and standard deviation were 81.52 and 6.70. The calculation of t-test got result 8.83 with the level of significant 0.05 and (df) was 43 which was gained N-1, t-table was  $\pm 2.000$ . It was concluded that there is a significant difference between reading comprehension achievement for the tenth grade students of MA NU Banat Kudus in academic year 2013/2014 before and after being taught by using Pre-Questioning.

Considering the process and results of this research, the writer suggests that the English teacher should give keywords and little description about new words/vocabulary which related to text after gives pre-questioning to the students, because some of the students didn't understand the meaning of new words but they knew about the content of the text. Pre-questioning can build the students' interest and motivation, also their cognitive factors and pre-questioning is very useful to activate the schemata, thus the students can predict what will be faced by them in the reading text. Beside, the students got the better score after the treatments of applying pre-questioning.



## ABSTRAK

Fitriana Hastindra Laila. 2014. *Penggunaan pre-questioning dalam pengajaran membaca untuk siswa kelas sepuluh MA NU Banat Kudus pada tahun ajaran 2013/2014*. Skripsi: Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan di Universitas Muria Kudus. Pembimbing: (1) Dr. H.A Hilal Madjdi, M. Pd., (2) Mutohhar, S.Pd, M.Pd

**Kata Kunci:** *Pemahaman Membaca, Teknik Pertanyaan Awalan*

Pengajaran membaca berarti memberikan pengajaran pada siswa untuk belajar mengenai membaca sebuah teks sehingga siswa akan mengetahui atau mengerti isi dari teks tersebut. Pemahaman membaca berarti kemampuan untuk membaca text, untuk mengerti konteks, dan untuk mendapatkan informasi dari text tersebut. Membaca harus mendapat perhatian lebih karena banyak siswa yang kesulitan untuk memahami teks dalam bahasa inggris. Semoga, para siswa akan mendapatkan semangat lebih untuk memahami teks dalam bahasa inggris. Teknik pertanyaan awalan adalah beberapa pertanyaan yang diberikan sebelum para siswa membaca seluruh isi dari teks bahasa inggris, ditujukan untuk membangun minat dan motivasi juga kempuan kognitiv mereka. .

Tujuan dari penelitian ini adalah untuk menemukan jika ada perbedaan signifikan dari prestasi pemahaman membaca pada siswa kelas sepuluh MA NU Banat Kudus pada tahun ajaran 2013/2014 antara sebelum dan sesudah diajar dengan menggunakan teknik pertanyaan awalan

Rancangan dari peneltian ini adalah percobaan yang menggunakan test awal dan test akhir. Jumlah peserta dalam penelitian ini adalah kelas sepuluh yang terdiri dari 270 siswa. Contoh dalam penelitian ini adalah para siswa dari kelas sepuluh tiga. Alat penelitian ini adalah tes berbentuk pilihan ganda sebanyak 20 soal. Penulis memberikan percobaan pada kelas sepuluh satu dan tes awal pada kelas sepuluh tiga sebelum memberikan perlakuan sebanyak empat kali pertemuan dengan menggunakan teknik pertanyaan awalan. Setelah memberikan tes awal kemudian penulis memberikan perlakuan dengan menggunakan pertanyaan awalan. Setelah selesai, penulis memberikan tes untuk mendapatkan nilai dari tes akhir.

Hasil dari penelitian ini ditunjukkan bahwa hasil tes awal dikatagorikan cukup. Nilai dari rata-rata dan standar deviasinya adalah 55,95 dan 10,35 sementara itu hasil dari tes akhir dikatagorikan Baik. Nilai dari rata-rata dan standar deviasi adalah 81,52 dan 6,70. Penghitungan dari tes-t mendapatkan hasil 8,8 dengan tingkat signifikan 0,05 dan (df) adalah 43 yang diperoleh dari N-1, tabel t nya adalah  $\pm 2.000$ . Kesimpulanya ada perbedaan signifikan antara prestasi pemahaman membaca siswa kelas sepuluh MA NU Banat Kudus tahun ajaran 2013/2014 sebelum dan sesudah diajar menggunakan Pertanyaan awalan.

Mempertimbangkan dari proses dan hasil dalam penelitian ini, penulis menyarankan guru bahasa inggris harus memberikan kata kunci dan sedikit deskripsi mengenai kosakata baru yang berhubungan dengan teks setelah memberikan pertanyaan awalan pada siswa, karena beberapa tidak mengerti arti dari kosakata tersebut namun mereka mengetahui isi dari dalam teks. Pertanyaan awalan dapat membangun minat dan motivasi para siswa, juga kemampuan kognitiv dan ini sangat berguna untuk menghidupkan schema berpikir mereka, dengan demikian siswa dapat memprediksi apa yang akan mereka hadapi saat membaca teks. Selain itu, siswa mendapatkan nilai yang lebih baik setelah perlakuan pertanyaan awalan diaplikasikan.





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